

“I thought it would be challenging. I saw it as an opportunity to learn more and to have a positive impact on the profession.”

“I was very comfortable in the academic arena.”

“I looked forward to professional interaction with fellow faculty.”

Other aspects of the role identified as appealing by ex-faculty were the opportunity to mentor and interact with students, the notion of being able to give back to the profession, the challenge of teaching, and the ability to combine teaching with clinical practice in one role.

“It gave me a lot of satisfaction to see students feel more comfortable and grow into their roles; so, I wanted more of that as an instructor.”

“I truly believe that you need to give to others in some way and that was kind of my whole premise for going into education anyway - we need these nurses. And I was pretty particular about people being nurses, and that's because I had worked with some nurses who I felt I was not sure how they passed the boards.”

“I thought it would be challenging. I saw it as an opportunity to learn more and to have a positive impact on the profession.”

“Push” factors identified by ex-faculty

Ex-faculty members were asked to describe both the positive and negative aspects of the role. The question format was intended to separate out their initial (pre-faculty) expectations from the impressions they formed as a result of being in the faculty role. But this distinction by time was difficult to maintain, especially when talking about the negative aspects of the role.

At the point when ex-faculty members were first considering an academic career, many anticipated no negative aspects. But others identified one or more unpleasant aspects – either during their initial consideration of the role or once they had actually been in the role. Their answers are summarized in Table 8. A few ex-faculty respondents said they felt non-teaching activities would or did take too much time, or pointed out specific aspects of the work they found distasteful.

“I think as with all nursing careers, the administrative end was the least appealing. I enjoyed grading papers and projects, but some of the paperwork the lead instructors had to do seemed a little unpleasant.”

“One less than appealing aspect was finding new clinical sites for students; especially in the later years that I taught, when clinical space was becoming more limited. It was the lead instructor's responsibility to find these sites; and/or re-negotiate the same sites for each semester.